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ABSTRACT

The guide provides a series of checklists and guidelines to assist Quebec outdoor education teachers and/or leaders and their principals in planning safe, enjoyable, educational experiences for elementary and secondary school students. The basic planning checklist itemizes specific tasks under eight categories: (1) preliminary discussion with principal/department head, (2) creation of the budget, (3) financing the trip or visit, (4) administrative tasks, (5) creation of the program, (6) equipment, (7) pre-trip/activity preparation of students, and (8) emergency procedures. Emergency procedures outlined for search and rescue emphasize prevention, block search techniques, evacuation, first aid, and strategies for encounters with wild animals. General equipment lists suggest basic items for individuals and group, and for seasonal, day, and extended trips. Separate sections for canoe tripping, ski touring, and cycling provide definitions, student-staff ratios, and minimum and desirable skill/experience levels for both staff and students for day and extended trips. (NEC)

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STANDARDS AND PRACTICES

IN

OUTDOOR ACTIVITIES

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Council of Outdoor Education of Quebec

Document on Standards and Practices

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C.O.E.Q. has taken the first step towards coordinating Safety Procedures in the Province of Quebec.

This ongoing collection of topics is designed as a series of Guidelines & Checklists for Leaders and Administrators.

It is hoped that future members of C.O.E.Q. will continue this task and produce additional topics to complement those included here.

Stuart Robertson
President 1979-81

PURPOSE

The purpose of this document is to assist individuals involved with outdoor education programs in making decisions that affect the safety and security of participants. It must be clearly stated that this document is not a dictate or an attempt to establish rigid certification levels; it provides only a guideline. Furthermore, it is not the intent of this document to discourage or downplay the efforts of experienced individuals who, regardless of their level of formal certification, conduct safe and beneficial programs.

If this document can be viewed as the first step in a process of discussion, review and continual improvement in outdoor experiences, it will have achieved its purpose.

Charlie Smith
Safety Committee Chairman 1979-80

FURTHER INFORMATION ON THE PROJECT

1. Who wrote/prepared this document?
   - this document was prepared by an ad hoc committee of C.O.E.Q. The writers feel that they possess a body of expertise to share. The standards and practices document is seen as the mechanism for sharing this expertise.

2. Who is this document intended for?
   - this document is primarily intended for two groups:
     a) individuals who wish to design and implement outdoor education programs.

     b) individuals whose role it is to authorize or approve outdoor education programs.

3. Why is this document needed?
   a) there are currently in existence a wide variety of outdoor related programs conducted by diverse groups and individuals. It is felt that common threads, in regard to safety standards, exist between programs and that an organizing document is long overdue.

   b) it is felt that there are individuals or groups wishing to initiate outdoor programs and that a document of this nature would be of assistance.

   c) due to the expansion of programs and the public discussions surrounding several unfortunate incidents it is felt that an internal monitoring of standards and practices is highly desirable.

4. What are the limitations of this document?

- This document cannot be considered a definitive statement that covers all eventualities in the area of standards and practices. To be effective the document must be considered as a series of guidelines proposed to assist individuals in specific local situations.

The following limitations should be recognized.

a) Time frame

- should local groups move towards levels of certification suggested in this document, it must be recognized that such steps take time. While such a process is underway, obviously safe and worthwhile programs need not be suspended.

b) Levels and competencies

- it would be impossible to suggest every competence that might be desirable in staff or students. Persons at local levels must be prepared to adapt the basic principles outlined in this document.

c) The role of experience

- the degree of experience required by leaders cannot possibly be determined in the form of a chart. In certain cases a leader will obviously possess the experience required, regardless of his/her paper certification. Final decisions on this question can only be made by those with knowledge of the local setting and local expectations.

5. How should this document be used?

- to gain maximum benefit from this document, the specific checklists should not be used in isolation, but in conjunction with the sections on preliminary planning. It is strongly suggested that the entire document be read before a specific checklist is applied.

6.

The following series of Checklists are designed to assist the teacher/leader and the principal to cover all the necessary steps in planning. This should ensure a safe, enjoyable, educational experience.

Certain assumptions have been made and only a passing reference is made to some topic headings. For example, the "Enviromental ethic" is menticned frequently. It is vitally important that all those using the outdoors be made aware of it; however, it is left to the leader to become familiar with such concepts through certification courses or through university courses or reading.

Other topics which are not easily researched are included in this booklet.

BASIC PLANNING CHECKLIST

A. Preliminary Discussion with Principal/Department Head etc.

- Purpose of Trip
- List of Educational Objectives
- Suitability of Trip for Age and #s of Students
- Availability of Sites
- Pre-visit of Site or Route Chosen
- Ratio of Adults to Students Approved
- Arrangements for Substitution Possible

Finalized Dates and Duration of Trip and Approval of Pedagogical Purpose.

B. Creation of Budget

- Transportation Cost
- Admission to Site
- Accommodation
- Food
- Rental of Equipment
- Miscellaneous

Approval of Budget

8.

C. Financing Trip/Visit

Options:- Students Pay Whole Cost

" " Part "

Fund Raising Activity

Sponsoring

Administration Pay Whole Cost

" " Part "

Financing Method Approved

D. Administrative Tasks

Letter to Parents - Purpose

Dates and Times

Location

Cost

Medical Information

Emergency Phone #

Notice of Parents' Meeting

Tear Off - Signed Permission form.

Letter Concerning Bookings of Site etc.

" " " of Transportation

Letters Approved and Sent

9.

E. Creation of Programme

Brainstorm Activities that will Match Objectives

Create Daily Timetable - Fine Weather

" " " - Poor Weather

Evening Programmes

Check Time for Meals

" " Clean up

" " Rests

Create Teachers' Schedule for Teaching

" " " " Supervision

" " " " Night Supervision

" Specialist instructors schedule

Approval of Total Programme

" " Supervision Schedule

F. Equipment - Group

Equipment available at Site Checked

" " from School Checked

" " " Clubs "

" " " Parents

Method of Transportation of Equipment

Individual

Student Personal Equipment List Sent out

" " " Checked Before Trip

10.

Approval of Equipment Arrangements ☐

G. Pre-Trip/Activity Preparation of Students

1) Competency checks on individual skills

eg. Tent Erecting ☐
Use of Stoves ☐
Swimming Qualification ☐

NB See Specific Activity ☐
Check Lists for Details ☐
☐
☐

2) Competency checks on individual knowledge.

eg. Use of Map ☐
Local Wildlife ☐
History of Region ☐
☐
☐

3) Create Work Sheets for Students ☐

Duplicate Work Sheets for Students ☐

Make arrangements for students who remain behind ☐

4) Class Activities - Pre Trip

Planning Menu ☐
Sleeping Arrangements ☐
Work Groups ☐

11.

Creation of Safety and Conduct Rules

" " Work Schedules

Discipline Procedures

Planning of Evening Activities

Class Activities - Post Trip

Evaluation of Activities

" " Food

" " Transporation

Per _____

Per _____

Per _____

Evaluation by Parents

" " Teachers

" " Administration

Post Trip Activities in Classroom Planned

Approval of Student Preparation and Evaluation Procedures

H. Emergency Procedures

Teachers/Leaders have read and understood Emergency Procedures included in the General Section of this Booklet, and in Specific Check Lists.	
Teachers/Leaders have the necessary skill qualifications required for specific activities chosen.	
Map of route to site and emergency telephone #s, E.T.A.'s etc. left with Principal.	

13.

Emergency Procedures

Search & Rescue

Any teacher who takes students out of the classroom into a different enviroment, runs the risk of having a student separated from the group and temporarily unaccounted for. This can happen in the school yard, a shopping mall or in a Provincial Park. In every case, there is a certain procedure to follow which may quickly and efficiently find the student.

(a) Before leaving the classroom, some precautions should be taken. The teacher must instruct the students that if they find themselves separated from the group, they must stay where they are and not try to catch up or take a short cut. Elementary students may wear a name tag with an emergency number on it, and be aware of the following guidelines:

1. On realizing that you have become separated or lost, sit down. Don't increase the search area by continued wandering. Begin calling for help, or ask a uniformed official for help.
2. If in summer temperatures, place brightly colored articles of clothing on low branches for visibility to searchers.
3. Remain calm and rest. Take stock of any items that may prove of some use to you.
4. Drink water when possible.
5. Use the emergency signal (6 whistles) to attract attention.

(b) Prevention is the best cure. Probably the most important procedure is the head count. The teacher or leader must know the exact number of student he/she is responsible for, and continuously check by various means, that the group is intact. Some examples:

1. give every student a number and have them number off in numerical sequence from 1 to the end.
2. informally count heads whenever the opportunity arises; a rest, fork in trail, on bus, etc.
3. get students to buddy-up with a partner, then call a buddy-check so that each student physically locates his partner. N.B. this should not be relied on too heavily because students tend to choose their friend as a buddy, and they both may be separated from the group.
4. Put an assistant leader or responsible student at the end of the line of students with the instructions not to let anyone get behind him/her.

(c) Once it is established that someone is missing, the teacher should stop the group and give them a project to do, or a rest, or a lunchbreak. Insist that the students stay exactly where they are and remain with the main party to ensure this.

14.

Work out who is missing, what they look like, and what they were wearing. Next, a preliminary search is instigated. Four students with a designated leader, and a map and compass are sent back on the trail, road or path, to the last place that a head count was made, the last place the student was seen, and other obvious places where a student may have become distracted or confused. In a shopping mall or similar location, search likely locations, eg. toilets. In the outdoors they might also stop every now and again and call out the missing person's name in unison, then listen for a reply.

Fortunately this operation is successful in locating the student in 90% of the cases. Usually the student has stopped to take a photograph, or to fix his equipment, or to go to the toilet, etc. Once the group is together again, the teacher should use the experience as a learning situation for the students, to enforce the rules set for the trip.

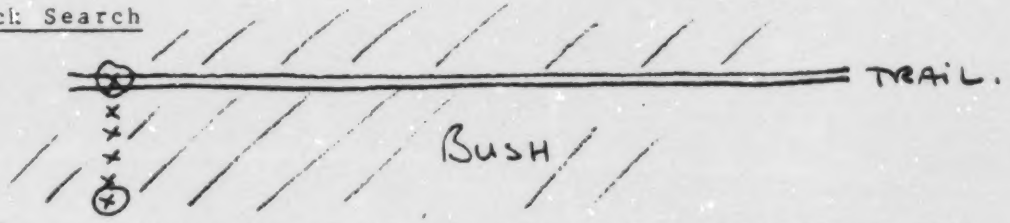
(d) If the preliminary search is ineffective, the leader should send four students with another adult to report to the authorities (park administration, shopping centre information booth, library management, principal, etc.,) to inform them that a particular student is missing from their group, what action has been taken, and what the plans of the main group are.

Meanwhile, the rest of the group should participate in a block search, if older students are involved. This will be adapted to the situation and can vary from a difficult shoulder-to-shoulder probe in deep bush or snow, to a preliminary sweep of a playground or open field area. With younger students, return to a safe area (eg. ranger station).

In the bush:

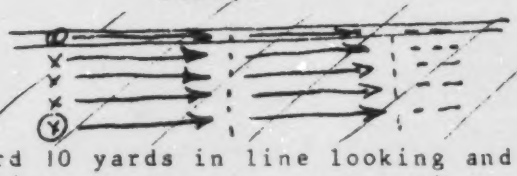
Block Search

1.



(X) - leaders - link can be as long as is necessary, spread out between leaders-always in sight of each other.

2.



Move forward 10 yards in line looking and probing-stop and call person's name in unison, then listen for a reply.

3. Move forward another 10 yards, etc.,

15.

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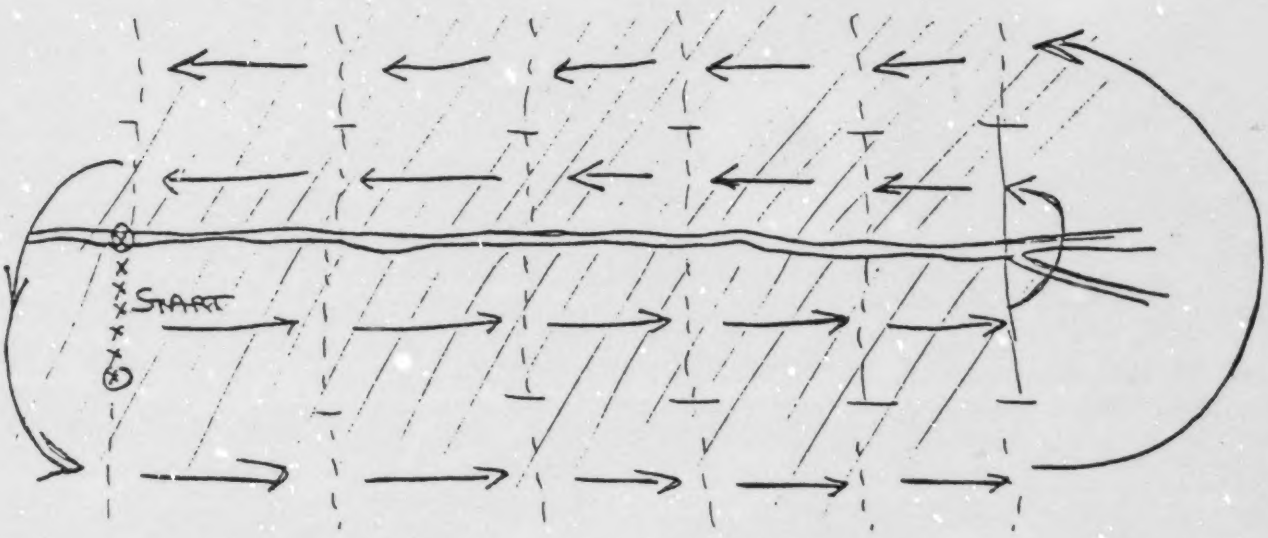
4. Once that side of the trail is covered back to the last check point or junction of the trail, switch to the other side, then continue as follows:



5. It is suggested that if this block search is not successful after one hour of sweeping, the total group should be brought together, and the leader must decide whether to make camp, or go back to base. In either case, a small group stays on the trail as markers, another small group is sent back to the administrative centre to see if the student has been located by other means. If he/she is not there, a missing persons report must be made with the police, and a professional search instigated.

Evacuation

Occasionally, even though all precautions are taken, a student will be injured. Invariably the injury is slight, and can be dealt with on the spot by a trained first-aider with an adequate first-aid kit. Occasionally, however, an injury which will prevent the person from walking will occur, and then the teacher has to decide whether he/she can arrange for transportation of the student to base, or whether professional help is needed. Some examples of this type of injury are: sprained or broken leg, ankle; deep wound requiring immobilization; hypothermic victim; etc.

If any kind of back, neck or head injury is suspected, the victim should be made as comfortable as possible on the spot and medical aid sought. Improvised means of evacuation are tiring to execute and in most cases, help should be sought.

16..-

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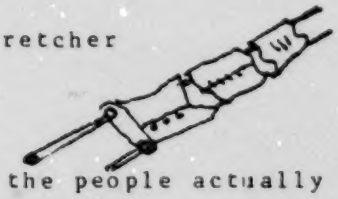
If evacuation is to be attempted by the group, the following choices are available:

Short distance: 2 hand carry

Rope carry

Longer distance: Stretcher



Evacuation is extremely tiring and the people actually carrying the victim must rotate frequently to rest.

Progress is also very slow, and all times have to be adjusted accordingly.

The teacher must also continuously check the total group for fatigue, cold, etc.

FIRST AID

There are many different types of first aid courses available and any leader should have the appropriate level of first aid for the activity to be undertaken (see specific check lists). It is strongly recommended that CPR and wilderness first aid courses should be undertaken in addition to standard courses if trips of a more adventurous nature are being made.

A first aid kit applicable to the activity must also be taken along. (see appendix)

At the very minimum a teacher should be confident in dealing with the following:

Blisters	Dislocations
Burns	Sprains
Splinters	Deep Wounds
Stomach Ache	Diabetic Coma
Head Ache	Insulin Shock
Hypothermia	Epilectic Seizure
Shock	Frost Nip
Fractures	Arrested Breathing
Cardiac arrest	Puncture wounds

and recognising: Head, Neck & Back Injuries
Internal Injuries
Poisoning
Poison Ivy or Animal bites

17.

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ANIMALS

As much as possible warn students to avoid all contact with wild animals. Unfortunately, many campers encourage animals into camp by either poor food handling or deliberate feeding. Damage to gear, food loss, and even harm to campers may result from this practice.

1) Rabies

Rabies is always present to some degree in wild animals but may reach epidemic proportions at times. A rabid animal loses its natural fear of man and, in its pain, will attack. In the final stages the animal will appear drugged and may froth at the mouth. If bitten, we are told to capture the animal for examination of the brain but this presents some additional danger without a firearm. Should the animal be killed, avoid direct contact. Any wild animal bites must be considered dangerous because of the seriousness of rabies. Without the necessary medication, the disease is often fatal. Skunks are the most common carriers, followed by foxes, bats, squirrels, and chipmunks. Should a suspicious animal show up in camp, consider rabies. If it eats food it is not rabid, just a "mooch". If rabid, abandon camp, taking necessary steps to protect the group.

2) Bears

They generally present little danger in areas of low human use, but are a serious problem in many parks as they have learned that man means food. Whilst making noise and displaying aggressive behaviour may frighten them away, it can also trigger an attack. In hiking some people carry bells on the pack to warn sleeping bears of their approach. The bear moves before the hikers approach. Inadvertently, one may find himself between a mother and cubs, a most dangerous situation. A human cannot outrun or outclimb a bear. Research on the subject suggests standing your ground in a quiet manner. Should the bear charge, lie down pulling the knees up into the stomach for protection of that vital area and placing hands behind the neck. The bear may approach, sniff, and even bite. If no resistance is offered it may move on. All people in the group must be informed in advance of this technique, if the presence of bears is anticipated. Check with rangers before entering bear country, and advise them if you find dirty campsites.

3) In a canoe, the temptation to approach swimming moose is great, but when alarmed they will swing back towards the shore they left. A mosse, and particularly a Bull Moose in rut, can be very aggressive charging a canoe. They are fairly fast swimmers and may overtake a canoe. Observe from a distance.

4) Wild Dogs

Wild dogs present the most serious danger of all animals in the out-of-doors. They have no fear of man and will attack to kill. Active defense is required using what is at hand or climb trees if possible. They are not necessarily rabid, although this possibility may exist. After an attack, report the location to the nearest Park official or Police.

18.

EQUIPMENT

The following section is designed to stimulate the creation of individual and group equipment lists. The user should pick from these general lists according to the age of the students, the season, the purpose of the trip and its length. Specific equipment lists can be found in the specialised sections which appear later in the book.

General Knowledge

(a) The principle of layering clothing is reflected in these lists. Several layers of thin clothing are more versatile than one bulky article. A jacket that zips or buttons for fine thermostatic control beats a sweater or slip-over-the-head shell.

(b) A key fabric in the likelihood of cool or cold weather is wool. Wool is warm, both dry and wet.

(c) Hats are good for both warmth and shade.

(d) Dark colours, especially blue, tend to attract insects.

(e) Jeans are not suitable for most activities because of insufficient room for movement; heavy when wet; long drying time; cotton material poor in insulation, and they allow wind penetration.

Suggestions for an individual's basic clothing and equipment.

SPRING and FALL

Day Trip	Extended Trip
nylon shell	(include Day List)
appropriate footwear and socks	changes of underwear
for planned activities	sweaters, spare socks, t-shirts
day pack	toilet gear, towel
light gloves	sleeping bag, ensolite pad
toque or hat with brim	rain gear
lunch	flash light
	backpack, water carrier

Optional: sunglasses, insect repellent, high calorie snacks, camera, note pade and pencil, compass, sun screen, bathing suit, towel.

WINTER (for cross country skiing, see specific check list)

Day Trip	Extended Trip
extra light sweater	indoor shoes
spare wool gloves, mitts	casual clothes for evening
ski type jacket	extra: toque
long underwear	gloves
warm-up pants	socks
wool socks	turtlenecks
winter boots for walking	winter sleeping bag
lunch	ensolite
	stuff bags
	toilet gear, towel
	flashlight

Optional: sunglasses, sun screen, high calorie snacks, camera, compass.

GROUP EQUIPMENT

Day Trip	Extended Trip
basic first aid kit	comprehensive first aid kit
"scientific" equipment	including: triangle bandages
whistles	pressure bandages
string	stoves and fuel
sewing kit	candles
pen knife	waterproof matches
clip boards	Aquapur tablets (water treatment)
magnifying glasses	canteens
extra food	heavy duty searchlight
emergency phone numbers	compasses
1 sleeping bag	comprehensive map
1 plastic sheet	route cards
1 soft rope	
1 back pack	
extra food & water	

It is suggested that the items chosen from the above lists be divided amongst the staff rather than being carried all in one pack.

CANOE TRIPPING

1. Definition of Terms:

canoe	refers to a Canadian type open canoe
flat water	refers to bodies of water where the current is light or negligible
white water	refers to water conditions as described in the "International Scale of River Difficulty for Recreational Canadian Canoes".
on-site instruction	refers to an area immediately accessible to back-up facilities. i.e. a beach area or sheltered bay that has been selected for its suitability.
day outing/trip	refers to trips that leave their immediate back-up facilities for a maximum of one day (without sleepover)
extended trip	refers to a trip by canoe away from back-up facilities and involving a sleepout of one or more nights. Specific trips should be suited to the students' ability, skills and experience.
back-up facilities	those facilities, services, resources and personnel that can be summoned in the event of accident, injury or unforseen emergency.

2. Considerations in wilderness travel:

It is recognized that persons at a particular local level must exercise the final judgement in determining what is appropriate for their students. As a guideline, however, the following "wilderness" scale is offered for consideration:

wilderness I	small, protected bodies of water and gentle rivers or streams with short, easy portages. Access points are frequently encountered and evacuation time is under three (3) hours.

.../2

wilderness II	larger bodies of water where faster moving rivers may be encountered. Portages are longer and more difficult. Access points are not as frequent and evacuation times may be three/six (3/6) hours.
wilderness III	routes through more difficult terrain where the skill and stamina of students is challenged. Access points are limited and evacuation time may be a full day or more.

3. Scope of the activity:

AGE OF PARTICIPANTS

To suggest that all students can be placed in rigid age categories is clearly unrealistic. Factors such as the area travelled, the skills of the students, the equipment used, the size of the group, the experience and skill of staff members and staff-student ratios, will all affect the decisions that must be taken by local organizors. The following chart is proposed merely as a guideline to aid in formulating local policy:

9 - 10 yrs	- on-site instruction - day trips on extremely sheltered bodies of water
11 - 12 yrs	- day trips - extended trips in wilderness I regions.
13 - 14 yrs	- day trips - extened trips in wilderness I and II areas
15 plus yrs	- day trips - extended trups in wilderness I, II and III areas

STUDENT-STAFF RATIOS

In determining the number of staff required to supervise student groups, a variety of factors must be considered. Some of these factors are: student abilities, number of students in each craft, the facility utilized, the type of craft used. It is impossible, therefore, to mandate rigid ratios to cover all situations.

The following basic principles and recommended ratios are offered for the consideration of local organizors:

A - Basic principles

1. a minimum of two supervisors is required with all groups.

2. staff should not be concentrated in one or a small number of canoes.

3. whenever students are on the water, as in recreational situations, they should be supervised by at least two staff (one on the water, one on shore)

B - Recommended ratios

Age of Students	Day Trip	Extended Trip
9 - 10 yrs	1:6	-
11 - 12 yrs	1:8	1:5
13 - 14 yrs	1:10	1:8
15 plus yrs	1:12	1:8

The International River Classification

Grade 1
Suitable for novices in closed canoe, kayak and Open Canadian.

Easy. Waves small and regular; passages clear; occasional sand banks and artificial difficulties like bridge piers.

Grade 2
Suitable for intermediate paddlers in closed canoes, kayaks and Open Canadians.

Quite easy. Rapids of medium difficulty; passages clear and wide. Occasional boulders in stream. Open canoes may ship water in places.

Grade 3
Suitable for experienced paddlers in closed canoes and kayaks, and expert paddlers in Open Canadians.

Medium difficulty. Waves numerous, high, irregular. Rocks and narrow (clear) passages. Considerable experience in manoeuvering required. Advance scouting usually needed. Canoes will ship water, and unless equipped with spray covers, will require frequent emptying. Kayaks must be equipped with spray covers.

Grade 4
Not suitable for Open Canadian canoes. Suitable for expert closed canoes and kayaks only.

Difficult. Long rapids, powerful irregular waves; dangerous rocks, boiling eddies; passages difficult to reconnoitre; advance scouting mandatory; powerful and precise manoeuvering required. Spray decks mandatory.

Grade 5
Not suitable for Open Canadian canoes. Suitable for expert paddlers only in closed canoes and kayaks with specific white water training under expert leadership only.

Very difficult. Extremely demanding long and very violent rapids, following each other almost without interruption. River bed extremely obstructed; big drops; very steep gradient; advance scouting mandatory and usually difficult due to nature of terrain.

Grade 6
Not suitable for Open Canadian canoes. Suitable for teams of expert paddlers only in closed boats at favourable water levels and only after careful study with fully trained and experienced rescue team in position. Extraordinarily difficult. The difficulties of Grade 5 carried to extremes. Nearly impossible and very dangerous.

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ACTIVITY: CANOE TRIPPING

LEVEL: ALL LEVELS

STAFF COMPETENCIES

	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
1. FIRST AID	- One staff have basic F.A. certification. ie: St. John 8 Hr.	- All staff have basic F.A. certification. - one staff have CPR certification.	- One staff have basic F.A. certification ie: St. John 15 Hr.	- All staff have basic F.A. certification - one staff have CPR certification. - one staff have experience/ knowledge in wilderness medicine.
2. AQUATIC SKILLS	- All staff be capable swimmers.	- One staff be trained in lifesaving. ie: Bronze medallion.	- All staff be capable swimmers. - one staff be trained in lifesaving. ie: Bronze medallion	- All staff be trained in lifesaving.

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ACTIVITY: CANOE TRIPPING

LEVEL: ALL LEVELS

	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
3. CANOEING SKILLS	- All staff be competent stern paddlers.	- All staff be certified at Quebec Federation level I. - leader be certified at Quebec Federation Level III.	- All staff be competent stern paddlers - leader is certified at Quebec Federation Level III OR equivalent in logged experience. - leader should have logged experience of at least one successful trip with a similar group/route.	- All staff be qualified at level II of the Quebec Federation.
4. MAP/COMPASS SKILLS	- leader should be accomplished in the use of map and compass.		- the leader and at least one other staff should be accomplished in the use of map and compass	- all staff are competent in the use of map and compass.

ACTIVITY: CANOE TRIPPING LEVEL: ALL LEVELS

	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
5. CAMPCRAFT SKILLS	- The leader is competent in basic CC skills.	- All staff are competent in basic CC skills.	- All staff have a basic competence in the use of: - shelters - fires, stoves - knives, axe, saw. - the leader is at an advanced level of competence in all campcraft areas.	- All staff are at an advanced level of competence in all CC areas.
6. KNOWLEDGE OF ROUTE	- the leader is familiar with the route.		- the leader has travelled the route or has detailed information concerning it, - all staff can locate and follow the route on a map, including the identification of escape points.	- all staff have received detailed information on the route.

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	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
7. LEADERSHIP	- All staff are experienced in working with student groups, preferable in the outdoors. - the leader has successfully participated in trips of a similar nature.	- All staff have had experience with similar trips.	- The leader has successfully participated in two extended trips.	- All staff have successfully participated in previous extended trips.
8. EMERGENCY PROCEDURES	- all staff are familiar with canoe rescue procedures. - the leader has practiced canoe rescue procedures.	- all staff have practiced canoe rescue procedures.	- all staff have practiced canoe rescue procedures.	

ACTIVITY: CANOE TRIPPING

LEVEL: ALL LEVELS

STUDENT COMPETENCIES

	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
1. SWIMMING ABILITY	- All students can swim 100 yards.	- All students have passed the Red Cross Survival Swim.	- All students can swim 100 yards fully clothed.	- All students have passed the Red Cross Survival Swim.
2. LIFE JACKETS	- All students can select and put on an appropriate lifejacket.	-	- all students have knowledge in the selection and care of life jackets. (it is assumed that all staff and students will wear life jackets)	
3. ADDITIONAL WATER SAFETY ABILITIES	- all students have knowledge of canoe rescue procedures.	- all students have practiced canoe rescue procedures.	- all students have knowledge of canoe rescue procedures and cold water survival techniques. - all students are competent in the direct method of AR.	- students have practiced these techniques.

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ACTIVITY: CANOE TRIPPING LEVEL: ALL LEVELS

STUDENT COMPETENCIES

	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
4. CANOEING SKILLS	- Instruction in basic strokes		- Instruction in basic strokes	- High proficiency in basic strokes and experience in steering a canoe.
			- knowledge of portage procedure and techniques.	- ability to execute portage technique.
		- knowledge of loading techniques.	- knowledge of loading techniques.	- practice in loading 2-3 person canoes with packs.
5. MAP/COMPASS SKILLS		- knowledge in the use of map and compass.	- knowledge in the use of map and compass.	
6. KNOWLEDGE OF ROUTE			- be able to locate and follow the route on a map (Wilderness III)	- have studied the route on a map. (Wilderness I, II.)

ACTIVITY: CANOE TRIPPING LEVEL: ALL LEVELS

STUDENT COMPETENCIES

	DAY TRIP		EXTENDED TRIP	
	SKILLS/EXPERIENCE		SKILLS/EXPERIENCE	
	MINIMUM	DESIRABLE	MINIMUM	DESIRABLE
7. CAMPCRAFT SKILLS			- Knowledge in the use of: - shelters - knives - knots and lashing - fires	- knowledge in the use of: - saw - axe - stoves
8. FIRST AID	- basic knowledge in the care and prevention of: - sunburn - exposure - burns - lacerations - insect bites		- Practice/simulation in the following: - day trip competencies - casualty management - evacuation procedures.	- all students have taken the basic 4 Hr. St. John course.

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SKI TOURING

Maximum ratios:	Classroom instruction	1:10
	On-site instruction	1:16
	Day tours	1:8
	Extended tours	1:8

Sources of Accreditation

CANSI qualifications are for instruction in technical skiing instruction. They are not a qualification for day or extended ski tours.

Canadian Ski Association. Tour heading Programme: K.Wilkinson (Director, Quebec Division) P.O. Box 553, Station Westmount, Westmount, Quebec H3Z 2T6 (3 levels)

Fédération Québécoise de la Montagne: Ski de Randonnée: Initiateur, Moniteur et Instructeur levels. 1415, Jarry St. Montreal.

Bibliography

Canadian Ski Association Tour Leader Manual (en Français aussi) Section I (1979)

The Cross-Country Skiing Handbook - E. Baldwin (1977)

Steve Reischl's Skiing for the Fun of it - C. Freeman

Freedom of the Hills - The Mountaineers (1967)

Down but Not Out - R.C.A.F.

Mountain Leadership - Eric Langnuir

Adirondack Mountain Club - Winter Hiking and Camping (1975)

Manual of Ski Mountaineering - David Brower (ed) (Sierra Club 1962)

Complete XC Skiing and Ski Touring - WT. Lederer & J.P. Wilson (Norton 1970)

Medicine for Mountaineers - J.A. Wilkerson (1967)

Wilderness Skiing - Sierra Club Totebook by Lito Tejade Flores and Allen Steck, 530 Bush St, San Francisco, Cal. 94108

The Cross Country Skiing Handbook - Edward R. Baldwin, Modern Canadian Library, Toronto.

Ski Cross Country - M. Michael Brady, Norns O. Skiemstat Dial Press, New York, 1974.

Snow Camping & Mountaineering - Edward A. Rossit Funk & Wagnalls, New York

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Cross Country Skiing Touring and Competition - David Rees, Copp Clark Publishing, Toronto

Mountain Leadership - Eric Langmuir, Scottish Sports Council
1 st. Colme Street, Edinburgh EH36AA

Canadian Ski Association Tour Leader Manual - Keith Wilkinson, John Abbott College

Canadian Association of Nordic Ski Instructors - 3300 Cavendish, Montreal

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FORMAT OF SPECIFIC CHECKLIST

ACTIVITY: Cross-Country Ski Touring LEVEL:

CANSI=Canadian Association of Nordic Ski Instructors (Levels I-IV)
CSA.TL=Canadian Ski Association Tour Leader Awards(Levels I-III)
P.Q.M. Ski de Randonée(asCSA-TI)

	ON SITE INSTRUCTION			DAY TRIP			EXTENDED TRIP		
	TECHNICAL SKILLS		EXPERIENCE	TECHNICAL SKILLS		EXPERIENCE	TECHNICAL SKILLS		EXPERIENCE
	Minimum	Desirable		Minimum	Desirable		Minimum	Desirable	
Emergency ski repair on the trail	Knowledge	CSA TLI		CSA TLI	CSA TLI		CSA TLII	CSA TLII	See above
Knowledge of own and other's ski touring capabilities			3 day tours logged			3-5 day tours led successfully			
Simple belaying and rapelling techniques	———	———	———	———	———	———	CSA TLII	CSA TLII	TLII course or rock climbing certification
ASSISTANTS: Age Skiing ability	16 years x CANSI Lev.I	16 years x CANSI I		18 years x Experience-3-5 day tours	18 years x CSA TLI	3-5 day tours	18 years x CSA TLI	18 years x CSA TLI	
First aid (at least 1 helper)	Current 1st Aid certificate of Standard level and CPR			As for on-site instruction			As for on-site instruction		
All other areas of ski touring	———	CANSI I CSA TLI	3 day tours logged	3-5 logged day tours	CSA TLI	3-5 day tours	CSA TLI	CSA TLI	2 nights camped out & logged
PARTICIPANTS: Age	5x	5x	Basic skiing skills	10 x	10 x	Ski touring experience on various trails of different lengths	16 x	16 x	3-5 day tours logged.Exp. with skiing with a pack Winter camping experience near a lodge
Cold injuries, equipment, winter camping knowledge	Lecture	Lecture & demonstration	———	Lecture	Lecture and experience	Short tours 1-2 hours with pack	Lectures and demos:		3-5 day tours
Emergency procedures if lost:	———	———	———	Lectures	Lectures	Short tours	Lectures	Lectures	
Physique, fitness and knowledge of own capabilities	———	———	———	———	———	Short tours	———	———	3-5 day tours

FORMAT OF SPECIFIC CHECKLIST

ACTIVITY: Cross-Country Ski Touring — STAFF COMPETENCIES — LEVEL: ALL LEVELS

		ON SITE INSTRUCTION			DAY TRIP			EXTENDED TRIP (includes camping out in snow)		
		TECHNICAL SKILLS		EXPERIENCE	TECHNICAL SKILLS		EXPERIENCE	TECHNICAL SKILLS		EXPERIENCE
		Minimum	Desirable		Minimum	Desirable		Minimum	Desirable	
LEADER	Age	18 years +	18 years+		18 years+	18 years +		20 years+	20 years +	
Skiing Ability:	flat	CANSI LEVELI	CANSI LEVI		DS with weight-shift, DP,	C.S.A. Tour Leader Level I		As for Day Trip	C.S.A. Tour Leader Level II	Have held CSA TLI for 1 year, and have led 5-10 day tours safely and well (logged) tours of 15-2- kms
	downhill waxing knowledge		CSA LevelI	Logged experience of having taught novices	Good control on down-hills.		Logged experience of 3-5 day tours led successfully			
	wood/fiberglass skis				SP.SPT. SPB. T.R. ST.					
Strength&Endurance/ability to ski with a pack		———	———	———	Proved by participation in Level I CSA Tour Leader course					
First Aid		Current 1st aid certificate of Standard variety and C.P.R. qualification			Current 1st aid certificate of Standard kind and C.P.R.		2 nights logged in emergency snow shelters	Advanced 1st aid qualification and C.P.R.		10 nights camped out in tents, snow houses or under tarps.
Map&Compass work: Route selection		———	———	———	C.S.A. TLI	CSA TLI		CSA TLII	CSA TLII	
Knowledge of cold injuries and associated dangers:		Participation in a course on subject	CANSI I CSA TLI	3 day tours logged	C.S.A. TLI	CSA TLI		CSA TLII	CSA TLII	
Search&Rescue casualty treatment and evacuation		———	———	———	C.S.A. TLI	CSA TLI		CSA TLII	CSA TLII	
Knowledge of equipment		Participation in a course on subject	CANSI LEVI CSA LEVELI		C.S.A. TLI	CSA TLI	2-3 years experience of day ski touring	CSA TLII	CSA TLII	3-5 years experience of ski touring
Knots and lashings		———	———	N/A	C.S.A. TLI	CSA TLI		CSA TLII	CSA TLII	
Knowledge of organising and leading ski tours		———	———		C.S.A TLI	CSA TLI		CSA TLII	CSA TLII	
Leadership ability:					CSA TLI	CSA TLI		CSA TLII	CSA TLII	
Wintercamping ability - emergency shelters		———	———		CSA TLI	CSA TLI		CSA TLII	CSA TLII	
Trail etiquette		Participation in a course	CANSI I CSA TLI		CSA TLI	CSA TLI		CSA TLII	CSA TLII	
Weather and trail hazards		CANSI I	CSA TLI		CSA TLI	CSA TLI		CSA TLII	CSA TLII	

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